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ABSTRACT

The Goldsboro City Schools' Responsive Early Childhood Education Program (RECEP) is a program of language, mathematics, and problem-solving for economically disadvantaged children in kindergarten and the primary grades. The project was designed to: (1) increase children's learning of basic language and mathematics skills; (2) develop children's problem-solving abilities; and (3) foster children's positive attitudes toward learning. The program focuses on all aspects of children's learning and development, including instruction, medical and dental health, nutrition, psychological services, social services, staff development, and parent participation. The program includes parent-child learning centers that provide materials for parents to use at home in an effort to help their children master basic skills. Evaluation of program effectiveness indicates that the RECEP significantly improves young school children's attitudes toward academics and academic achievement in the basic skills. In addition, longitudinal studies indicate positive program effects on participants' standardized achievement test performance. Parts of the project have been successfully replicated statewide. This document describes the program, its achievements, its personnel, and their jobs. Budget estimates are provided. (RH)

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GOLDSBORO CITY SCHOOLS

RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM

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RECEP

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SECTION IV—RESOURCES (Please reference the proper item number from Sections I, II or III, if applicable)

GOLDSBORO CITY SCHOOLS FOLLOW THROUGH PROGRAM (SELF-SPONSORED)

PROGRAM NARRATIVE

The goal of the Goldsboro City Schools Follow Through project is to provide the services necessary for the participating children to develop to their fullest potential. With this in mind, we have devised a program that addresses all aspects of child learning and development. It is the intention of the program to promote a variety of aspects of the children's development, including such elements as their self-respect, self-confidence, initiative, autonomy, academic achievement, task persistence, creativity and good health. The program will work with a range of institutions on which the children must depend for their continued development, such as family, school, and broad spectrum of community agencies.

The project will serve economically disadvantaged students in grades Kindergarten through third grades. The students will receive a comprehensive services program including educational services, speech therapy, nutrition services, a wide variety of medical services including immunizations testing, and referrals for speech, hearing, vision, dental and specific learning problems, psychological and social services. Numerous local health and welfare agencies and community volunteer groups will assist in providing related services. Parents will be involved in the project through Policy Advisory Committees (PAC), parent centers, training workshops and volunteer classroom participation. Extensive pre- and in-service staff training for teachers and administrators will be provided. Student achievement will be measured via a variety of testing instruments including those used in the statewide annual testing program. Questionnaires will be used to determine opinions of both parents and the educational personnel. The project will operate in two public schools, serving approximately 1,300 disadvantaged children. The Goldsboro City Schools Follow Through Program will be a self-sponsored project.

The project was approved by the Joint Dissemination Review Panel on February 4, 1981 as a nationally validated project, and was recertified in April, 1985.

PROGRAM DESCRIPTION

PROJECT THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP)

A program of language, mathematics, and problem solving for children in grades K-3.

target audience

Approved by JORP for children, grades K-3.

description

The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results. Also unique is a Parent-Child Learning Center, developed at the request of parents, which provides material for use at home in helping their children learn basic skills.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standarized test scores are regularly compared with those of children elsewnere in the country. Staff development features interpretation and use of test-score information. Inherent in this program is the belief that success builds success; therefore, the teacher uses all available information about each child in helping develop his/her learning plan.

A volunteer program provides each child with individual attention. Volunteers are trained and supervised. Assessment of volunteer needs and placement according to these needs have resulted in an instructional program which has provided a successful learning environment for children from varying backgrounds.

evidence of effectiveness

Through appropriate research design techniques, RECEP has been shown to improve significantly young school children's attitudes toward academics as well as improving academic achievement in the basic skills. Additionally, longitudinal studies have indicated positive later effects as assessed by standardized achievement tests. Portions of the project have been successfully replicated on a state-wide basis.

implementation requirements

The adopting site must provide teachers who implement the program with continuous training on program goals, principles, process, instructional objectives, innovative teaching skills, and other philosophies basic to evaluation effectiveness. An active parent component is essential in both advisory and involvement capacities. Psychological personnel must be available to assume the responsibilities for program evaluation. Support personnel must concentrate their services on target students. These requirements enable sites to assess the effectiveness of the program.

financial requirements

To implement the four components of this Responsive Education project, personnel must be provided to coordinate services in instruction, training, parent involvement, and support services. Minimum personnel requirements to be considered: a project director, staff developer, support services coordinator, and parent involvement coordinator. Funds and personnel needed depend upon the level of implementation.

services available

Materials on the Responsive Education Program are available at no cost and may be obtained by writing to the project officer at the address below. Visitors are welcome at project site by appointment. A slide presentation on The Responsive Education Program is available at project site. Implementation and follow-up services are available to adopters.

contact

Curtis G. Bynum, Director; The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.

Developmental Funding: USOE Follow Through JORP No. 77-154b Approved: 2/4/81

ABSTRACT

Goldsboro City Schools' Follow Through Project, Responsive Early Childhood Education Program (RECEP), is a program of language, mathematics and problem-solving for children in grades K-3. Inherent in the program are the goals and principles of Responsive Education, developed by Far West Laboratory, San Francisco, California.

The project was developed with the intention of providing the services necessary for participating children to develop to their fullest potential. To that end, we have devised a program that is comprehensive in scope and directly focuses on all aspects of the children's learning and development. This includes instruction, medical and dental health, nutrition, psychological services, social services, staff development, and parental involvement. The program works with a wide range of institutions on which children depend for their continued development, such as family, school and a broad spectrum of community agencies.

The Responsive Education Program was adopted as the instructional component because of the appropriateness of its basic assumption and approach. The program seeks to prepare learners to provide for their own needs and contribute to society. The goals of the program are to support cognitive growth by: (a) increasing student learning of the basic skills of language, mathematics and problem-solving abilities; (b) by stimulating the development of positive attitudes towards learning; and (c) by fostering culturally pluralistic attitudes and behaviors. The three goals compliment each other and the achievement of one contributes to the achievement of the others.

As a result of its documented history of effectiveness, the program's claims are as follows:

Claim 1: At the end of grade 3, children will have higher proficiency in the basic skills of language, mathematics and problem-solving abilities than comparable groups.

Claim 2: At the end of grade 3, children will have more positive attitudes toward learning than comparable groups.

Claim 3: At the end of grades 6 and 9, children who have participated in the program will demonstrate higher achievement in basic skills than comparable groups.

BASIC INFORMATION

Project Title:	Responsive Early Childhood Education Program (RECEP)
Applicant Agency:	Goldsboro City Schools
Address:	2001 East Royal Avenue Post Office Box 1797 Goldsboro, North Carolina 27530
Telephone Number:	(919) 731-5900
Contact Person:	Curtis G. Bynum, Federal Programs Director

The Responsive Education Program, from which RECEP was evolved, was developed by Far West Laboratory, under the program direction of Francione N. Lewis, Ph.D.

RECEP was developed by Doris Shaw, Director of the Goldsboro City Schools' Follow Through Program at the time of its inception (1968-69). The project has operated from that time until the present. Until recently (1986-87), Far West Laboratory was our sponsor in the RECEP project. At that time, Far West decided not to apply as a sponsor site. Since its inception, Goldsboro City Schools has experienced much success with the Responsive approach and are desirous of continuing to implement the concept. With that in mind, we have decided to apply for Follow Through funding as a self-sponsored project.

The Responsive Early Childhood Education Program was approved by the Joint Dissemination Review Panel (JDRP) on February 4, 1981 as a nationally validated project and was recertified in April, 1985. Dissemination is on-going - as requests are made for information regarding the program.

The project is evaluated annually by the Director of Pupil Support Services and the Director of Follow Through. Cross-sectional and longitudinal evaluations conducted since the 1981 validation has shown that the program continues to prove very beneficial for the disproportionately disadvantaged students attending the Goldsboro City Schools. The program remains effective in providing basic skills achievement beyond that of a comparable state population and prepares the students for continued accelerated achievement into the high school years.

DESCRIPTION OF PROGRAM

Goals and Effectiveness

RECEP is designed to improve children's life chances by: (1) increasing their learning of the basic skills of language and mathematics; (2) developing their problem-solving abilities; and (3) fostering positive attitudes towards learning.

I. Evidence of Program Effectiveness

A. Program Goals, Claims of Effectiveness, Criteria for Validation

Since the national validation of the Goldsboro City Schools' Responsive Early Childhood Education Program in 1981, program administrators have maintained a high interest in continued program development and evaluation. Achievement data are analyzed annually with reference to state and national comparison groups. Cross-sectional and longitudinal analyses are conducted following the completion of the testing program each spring.

The program's claims of effectiveness and the associated evidence are presented below:

1. Basic Skills Achievement, Grades K-3

Goal: Students in the program will attain proficiency in reading, language and mathematics.

Claim 1A: At the end of grade 3, children in the program will have higher proficiency in reading than comparable students across the state.

Claim 1B: At the end of grade 3, children in the program will have higher proficiency in language skills than comparable students across the state.

Claim 1C: At the end of grade 3, children in the program will have higher proficiency in mathematics than comparable students across the state.

Criteria: The California Achievement Tests have had wide acceptance among educators as valid and reliable measures of academic achievement.

2. Longitudinal Achievement Gains: Later Effects

Goal: Students who participate in the program will maintain or extend their gains in academic proficiency after leaving the program because of their solid foundation in basic skills acquired in grades K-3.

Claim 2A: At the end of grade 9, children who participated in the program will have maintained or extended their proficiency in reading relative to a national standardization group.

Claim 2B: At the end of grade 9, children who participated in the program will have maintained or extended their proficiency in language skills relative to a national standardization group.

Claim 2C: At the end of grade 9, children who participated in the program will have maintained or extended their proficiency in mathematics relative to a national standardization group.

Criteria: The California Achievement Tests have had wide acceptance among educators as valid and reliable measures of academic achievement.

II. Evidence of Effectiveness

A. Evaluation Design

Since all K-3 classes participate in RECEP, reference groups for comparative evaluation are identified from outside the district. Evaluative data are derived from the state's achievement testing program.

1. Basic Skills Achievement

In the Spring of 1987, the California Achievement Tests were administered to all North Carolina public school students in grade 3. The Goldsboro City Schools, as do most rural eastern North Carolina school systems, serve a higher proportion of Black and economically disadvantaged students than does the rest of the state. Consequently, obtained mean scores for the Black and White population across the state were used in proportions representative of the Goldsboro City Schools' racial composition. Adjusted mean scores are then computed for the state comparison group.

2. Longitudinal Achievement Gains: Later Effects

In the Spring of 1981, the California Achievement Tests (CAT-1977) were administered to all grade 3 students in the school system. In the Spring of 1987, the CAT's, 1985 edition, were administered to all grade 9 students. The population of students with scores on both administrations of the test were used in this study to examine longitudinally the later effects of the Follow Through Program. The two editions of the CAT were equated in a 1986 study conducted by CTB/McGraw-Hill, publishers of the CAT. The equating study was used so that direct comparisons between the two administrations could be made relative to a national standardization group.

B. Results

1. Basic Skills Achievement

Table 5 presents the Spring, 1987 CAT total reading, total language, and total mathematics subscale scores for grade 3 students completing the Goldsboro Follow Through Program and for grade 3 students across North Carolina. The mean scores for the North Carolina population have been adjusted to reflect Goldsboro's racial composition. The Goldsboro Follow Through students scored 3.4 NCE's higher than the state's population in reading, 4.2 NCE's higher in language, and 1.6 NCE's higher in mathematics. The mean difference for both reading and language are significant educationally (> 1/3 standard deviation).

Table 5. Third Grade Reading, Language, and Mathematics Test Results for Students in the Goldsboro Follow Through Program and in the Adjusted State Sample

	Goldsboro Follow Through		State Comparison Sample	
	N	Mean NCE	N	Mean NCE
Reading	336	49.1	77,041	45.7
Language	336	54.1	77,028	49.9
Mathematics	336	53.1	77,036	51.5

2. Longitudinal Achievement Gains: Later Effects

Table 6 presents the Spring, 1981 CAT results for grade 3 students in the Goldsboro Follow Through Program and the Spring, 1987 CAT results for the same group of students, than in grade 9. Only those students with total reading,

total language, and total mathematics scores for both administrations were used in the analyses. The evaluation results indicate that the Goldsboro Follow Through students were able to maintain or extend their achievement standing relative to the national standardization group. The Goldsboro sample gained 5.9 NCE's in reading, 2.8 NCE's in language, and maintained their standing in mathematics. The gains in reading and language are statistically significant ($F = 7.52$, $p < .01$ for reading; $F = 4.87$, $p < .05$ for language).

Table 6. Longitudinal Reading, Language, and Mathematics Test Results for Students Who Participated in the Goldsboro Follow Through Program

	Grade 3 - 1981		Grade 9 - 1987	
	N	Mean NCE	N	Mean NCE
Reading	221	45.2	221	51.1
Language	221	52.4	221	55.2
Mathematics	221	52.0	221	52.0

Subject Area

The primary subject areas of the program are as follows:

1. Reading
2. Mathematics
3. Language Arts
4. Science

Background, Foundation, and Theoretical Framework

The City of Goldsboro, situated in a rural tobacco farm area of North Carolina, manifests many of the problems of larger inner-city areas. Population shifts - involving Whites migrating to the county and Blacks migrating to the city - dating back to the 1960's, have resulted in economic and racial isolation. The resultant school population was mostly inner-city poor, both Black and White, with functional educational levels on the decline.

Head Start, in Goldsboro, was a successful program - one that had seen our prospective school children make significant preschool, developmental gains, as a result of their involvement.

With these things in mind, Goldsboro seemed well suited to adopt an educational program, preferably in the early school years, that would address the varied needs of our school population. We sought to involve ourselves with a program designed to help our children become educated, confident individuals regardless of their cultural backgrounds.

Follow Through, with its emphasis on building upon gains that low-income children had made in Head Start or similar preschool programs, was started in the 1968-69 school year. Of the various approaches offered Follow Through, Goldsboro City Schools adopted the Responsive Environment Model - an outgrowth of work done by Dr. Glen Nimnicht. From this model was borne the Responsive Early Childhood Education Program.

The Responsive Education Program, inherent in this approach, assumes that individuals come to a learning situation with valuable personal experience, strengths and skills. The program provides opportunities for learners to build on these assets in developing new skills and abilities.

"Responsiveness" assumes that learners are naturally growth-seeking, provided that growth is supported and nurtured, respects individual pacing and growth. Responsive teachers and staff developers seek to find out what kind of support is appropriate for learners in a particular situation and then provide that support or refer learners to other resources. They provide a learning environment that has flexibility within a structure, allowing for spontaneity and adjustment.

The theoretical foundations of the program come from the work of developmental psychologists such as Piaget; educators such as Bruner and Ausubel; psychologists and sociologists such as Carnoy, Gordon, Friere, and Moore and Anderson; and education philosophers such as Dewey.

These theorists share a humanistic view of people as rational, self-regulating, and self-motivating beings. They view learning as a process in which individuals use previous experience and knowledge to formulate concepts or behaviors that are personally meaningful.

The theorists' contributions to the program can be stated in terms of beliefs about people and beliefs about learning. The beliefs about people on which the program is based are that people strive to know and control themselves and their environment; are growth-seeking; are social beings; have individual and cultural values and ways of doing things; and are self-perceiving beings.

The beliefs about learning on which the program is based are that individuals learn by using previous experience to understand new experience, by abstracting from experience, and by seeing the results of their actions. Both physical readiness and practice are necessary for learning new concepts or behavior. Individuals have unique ways of perceiving and interpreting what they experience. The most important reward for learning is the internal satisfaction of fulfilling the desire to know or of conquering a problem. People seek to resolve dissonance in perception and understanding; they acquire new concepts in order to comprehend and master circumstances. Values determine motivation; individuals may be motivated to learn by different goals.

Features: How the Program Operates

RECEP is an approach to the education of disadvantaged children in grades K-3. The program is comprehensive in scope because it is felt that children's life chances must be improved - not merely their chances to succeed in school. Therefore, the program promotes a variety of aspects of child development, including such elements as their self-respect, self-confidence, initiative, autonomy, academic achievement, task persistence, creativity, and good health. As a result of children participating in the program, the purpose for which it was conceived will be accomplished.

The program involves the following components:

1. instructional services
2. health services (medical and dental)
3. social services
4. nutritional services
5. psychological services
6. parent involvement

In efforts to serve the intended beneficiaries, determinations are made, at the beginning of each school year, with regards to eligibility through the use of: (a) applications to participate; and (b) Free and Reduced Meals Eligibility Guidelines.

Applications are given to all children, K-3. They are, then, scrutinized to determine new students vs. students in the program from the previous year. For new students, family income is verified to determine "low income" status, and participation in Head Start. For previous students, family income status is checked. If the family income has risen to exceed eligibility guidelines, the students are retained in the program, but without benefit of medical and dental services.

Curriculum and/or Instructional Approach

The Responsive Education curriculum is not just a set of materials designed to help children grasp an academic area. Rather, it is a particular approach to the materials, equipment and activities as well as to the learners and the teacher. For that reason, the program does not replace the existing curriculum, but serves to enhance it.

Materials and Equipment

1. Classrooms are organized into learning centers/areas and are designed to accommodate specific themes, a curricular focus or particular types of activities.

2. Classrooms and materials in them are arranged to motivate children's curiosity and independence. Activities are presented that appeal to different skill levels and the instructions promote inductive thinking and experiences that encourage them to raise their own questions.

3. Materials are stored so that they will be easily accessible.

4. Games, books, music and other materials are available that represent the culture(s) and ethnicity of the children with the school community as well as the larger community.

Responsive Education considers the most significant aspects of learning to be perceiving, integrating and applying. Perceiving involves using the senses and past experience to assimilate information; integrating is the process of finding personal meaning in an experience; and applying is the use the learner makes of what he/she has learned.

Activities, typically, begin with an emphasis on motivating children's interests, then guiding them to identify a focus for learning. Children are introduced to problems, tasks, concepts and skills by being given opportunities to freely explore materials and ideas.

The instructional program is characterized by the following features or practices:

Children acquire knowledge and develop skills by engaging in problem-solving experiences. These experiences promote a problem-focused, active form of learning because they encourage flexible thinking, good organizational skills and independent and interdependent learning at the same time, providing learners with the sustained motivation to pursue solutions to the challenges they take on. Providing these types of experiences decreases reliance on educational practices and activities that emphasize rote learning, and the use of problems with only one solution, external rewards and passive learning.

The child's self-concept is supported and enhanced. The Responsive approach entails setting a learning environment in which children experience acceptance and are given the freedom to make decisions within clear, consistent limits.

The child learns in a heterogeneous grouping. To ensure that each child has a fair opportunity to learn, children are grouped heterogeneously and not according to their ability, ethnicity, sex or age. This grouping focuses on the knowledge and experiences each child has and discourages undue emphasis on children's deficits. It facilitates the sharing of diverse knowledge and skills and allows children of different ability and age groups to be a resource to others. Additionally, it gives children the opportunity to seek different modes of accomplishing a task and to work cooperatively with people who may be culturally different or have different skills.

The child experiences multicultural learning strategies. Children are encouraged to respect different points of view and different ways of doing things and to interact productively if they have opportunities to experience and observe these behaviors. This kind of learning is basic to functioning in a democratic, pluralistic society.

Goldsboro's Responsive Early Childhood Education Program focuses on the following curriculum areas:

Reading

Reading and reading readiness activities utilize whole-language comprehension-based learning activities. That is, children hear stories read, then read along and supply the missing words. They may read pictures or words silently, retell stories orally and are guided to correct themselves as they read. They first read material that is familiar and later, material that is unfamiliar. The focus is on encouraging children to make sense of what they read or hear.

Mathematics

Math and math readiness experiences are provided through the use of games (such as board games), reality-based problems (such as measuring material to make a kite) and simulations (such as making change, comparing prices, tallying a grocery list and computing the taxes for groceries at a simulated store). Children use concrete manipulatives (such as blocks, bottle caps, etc.) as they develop concepts about numbers and skills in calculation.

Language Arts

Language Arts activities are provided in such a way that children are encouraged to communicate with each other by using whole language. Children are also given many opportunities to express themselves in a variety of media (e.g., art, drama, music, etc.).

Science

Science is taught in such a way that children are guided to use inductive and reflective thinking strategies to increase their understanding about the environment and community in which they live. As children become able to transfer their scientific understanding to less familiar situations, activities begin to include a broader range of information and more abstract concepts.

Multicultural Learning

Although activities specifically designed to expose children to multicultural concepts are provided several times a week, children's own personal, family and/or cultural experiences are integrated into learning activities.

A series of five(5) guides that explain how the Responsive approach may be used in teaching math, science, reading and language arts present activities and lesson plans. The guides are:

- Responsive Teaching and Learning in Dialect, Bilingual and Multilingual Classroom Situations
- Teaching Math Responsively
- Science in the Responsive Education Program
- Reading in the Responsive Education Program
- Organizing and Managing Responsive Classrooms

Other program services include:

Health Services

Health services provide for complete health care of eligible children. Early diagnosis of potential health problems, coupled with the appropriate treatment and health education prevents the occurrence of medical problems that could hamper the children's academic performance. Services are provided by a registered nurse and a health assistant.

Social Services

It is the purpose of this component to identity and work toward solving family social problems, where needed, for families of K-3 children to help them to become self-supporting. The service is provided by a Social Worker who acts as a liason between the home and school.

Psychological Services

Psychological services are provided for students by a team of psychologists employed by the school district. Teachers and/or parents who have concern about a student's academic progress or behavioral/emotional development may refer the student for services.

Nutritional Services

Nutrition is an active part of the educational curriculum. All aspects of nutrition are taught by the classroom teacher, in addition to contributions made by other school nutrition personnel. Specific activities and lessons pertaining to nutrition vary according to teacher discretion and grade level.

Parental Involvement

This component is based on the belief that parents have an important role to play in providing a link between the school and the home and community that facilitates children's learning. Parents are involved in

the program throught Policy Advisory Committees (PAC), parent centers, training workshops and volunteer classroom participation. Unique to the program are Parent-Child Learning Centers that provide materials to parents for use at home in helping their children master basic skills.

Staff Development

Just as the program's educational approach toward children focuses on discovering the unique qualities of the individual child and using this as a basis for designing, conducting and assessing learning activities, Staff Development emphasizes and supports the abilities teachers already have as a basis for encouraging their further growth. The specific focus is on helping teachers expand their self-understanding, creativity and adaptability so that they may implement Responsive Education with the children they teach, as well as, achieve their own goals and those of the school district.

Program staff developers who work with the Responsive Education Program conduct workshops, seminars or other learning sessions, based on the following principles:

- Adult learners' current knowledge, skills and learning interests influence the plans for subsequent experiences and the processes of planning.

- Adult learners share in substantive decision-making, especially concerning selection of appropriate content and format for learning experiences.

- Adult learners begin learning when the problem or concern being considered is relevant to their immediate classroom situation.

Responsive Staff Development includes training the following areas:

1. Responsive Education: An Overview of the Program
   Learners are introduced to Responsive goals and principles

2. Understanding Responsive Program Goals
   Introduction to the rationale for program goals

3. Responsive Teaching Practices
   Introduction to Responsive principles and strategies for classroom implementation

4. Responding to Oneself and One's Own Professional Growth Expectations
   The learner is offered time guidance to reflect on his/her own growth processes

5. Responding to Children
Awareness of some strategies enabling them to discover who the children are, what they need and how to use this information for assessing, planning and providing the physical space, the learning experience and the teaching behaviors of their effective growth.

6. Implementing the Responsive Physical Environment
Awareness of criteria and strategies for planning and arranging the physical environment of the classroom and its resources.

7. Implementing Responsive Learning Experiences in the Classroom
Awareness of criteria and strategies for formulating objectives and planning, implementing and assessing learning experiences that are consistent with Responsive goals and principles.

8. Evaluating and Assessing Children's Growth
Awareness of the relationship of standardized testing teacher-made tests, informal assessment and child self-assessment to goal principles and teaching process in the program.

Evaluation

As part of the North Carolina Annual Testing Program, the California Achievement Tests are administered each Spring. A battery of achievement tests are administered to students in the first, second, third, sixth and ninth grades in the Goldsboro City School System, as well as to students in the same grade levels throughout the state. The Goldsboro system also administers the tests to grades four, five, seven and eight.

Goldsboro City Schools subscribes to the philosophy that constructive use should be made of this test data. At one time, the data was used, primarily, to compare Goldsboro children to children in other areas of the country. Gradually, the program's evaluation component has evolved to include examination of individual student needs as well as the comparative aspect. Since test data yields, both, normative as well as criterion-referenced objectives, it follows that these objectives should be used by teachers to identify individual strengths and weaknesses--allowing for more effective individualized instruction.

To determine program effectiveness, children's level of attainment of the basic skills are assessed at the end of grade 3. Since all K-3 classes participate in the Follow Through Program (RECEP), reference groups for comparative evaluation, are identified from outside the school district. A study is done that examines reading, language and mathematics achievement of Goldsboro children compared to the state's population of same grade students.

Further, in efforts to ascertain the long-term effects of participation in RECEP, student achievement is examined at the end of grades 6 and 9, and comparisons are made with appropriate reference groups.

Materials

Those who participate in the Responsive Education Staff Development Porgram as well as parents and others interested in the program, can refer to a number of films, guides and assessment instruments that the Responsive Education Program has been developing since 1967. These materials include:

The Responsive Education Program for Children and Adult Learners. A book that describes the goals and rationale of the program, the procedures for implementing Responsive Education in the classroom, the program's evaluation of results and procedures and management tasks for site administrators.

The Responsive Staff Development Program. A series of seven booklets that describe the processes and procedures of Responsive Staff Development: Planning; The Role of the Staff Developer; The Responsive Process for Facilitating Learning; Evaluating Staff Development; Conducting Workshops; Working with Individuals and Small Groups; and an Overview.

The Responsive Curriculum Guides. A series of five guides that explain how the Responsive approach may be used in teaching math, science, reading and other language arts, and present activities and lesson plans. The guides are: Responsive Teaching and Learning in Dialect, Bilingual and Multilingual Classroom Situations; Teaching Math Responsively; Science in the Responsive Education Program; Reading in the Responsive Education Program; and Organizing and Managing Responsive Classrooms.

Inquiry Process for Teacher Development Emphasizing Feedback. A booklet to guide staff developers' feedback process to teachers.

Connections in Learning: Scenes from Responsive Classrooms. A 16mm color film (with accompanying handbook) that illustrates Responsive Education in operation in classrooms.

Learning Begins with Questions. A 16mm color film (with accompanying handbook) that illustrates Responsive Staff Development in operation.

Educational Forces Inventory (EFI). A set of thirteen educational forces that are rated by school staff members on two nine-point Likert scales dimensions: positive/negative and strong/weak. Patterns of EFI results are graphically displayed for assessment of the school district climate and perception of the value of Responsive Education and Responsive Staff Development in the educational system.

Responsive Classroom Observation Schedule and Training Manual (RCOS). An instrument that provides a basic one-day assessment of Responsive Education in the classroom and thus yields indications of the effectiveness of Responsive Staff Development and the Responsive Delivery System.

Responsive Process Observation Schedule (RPOS). An instrument that identifies and documents levels of implementation of Responsive Education (in regard to physical environment, program structure, curriculum, flow of activities and assessment) in any teaching/learning context.

The Yinger Questioning and Planning Analysis Guide. An instrument that identifies teachers' (a) level of personal involvement in teaching/learning, (b) attitudes toward children and (c) ability to generate plans to improve their teaching.

The Flexible Learning System Units. A set of eight self-instructional training books that deal with a variety of teaching activities and issues. These include: Using Toys and Games with Children; Developing Children's Sense Perception; Problem-Solving with Children; Helping Children Develop Healthy Self-Concepts; Selecting Children's Books with a Black Perspective; Arranging the Classroom for Children; Teaching Children to Integrate Language Experiences; and Enriching Literature Experiences of Children.

The Self-Assessment System for a Responsive Parent Involvement Program. A guide that enables school districts to begin a parent involvement program or to adapt or improve an already-existing program.

SUGGESTED PERSONNEL
AND
JOB DESCRIPTIONS

Follow Through Director

Job Description

I. Definition of Position

The Follow Through Director is responsible for the overall project management and the implementation of the Responsive Education Program by (a) implementing innovative educational approaches, (b) providing comprehensive services and special activities in the areas of physical and mental health, social services, nutrition, and such other areas which supplement basic services already available within the school system, (c) conducting the program in a context of effective community service and parental involvement, and (d) providing documentation on the effectiveness of the program. The Follow Through Program is a community services program designed to assist, in a research setting, the overall development of children enrolled in kindergarten through third grade.

II. Organizational Relationships

A. Supervises Follow Through Staff

B. Staff Functions and Relationships

Works cooperatively with and through the following staff members: Chapter I Staff, K-3 Principals, Classroom Teachers and Assistants, K-3 Guidance Counselors, Psychologist, Finance Officer, and Purchasing Agent

Serves as liaison between the project and federal, state, and local agencies involved in the Follow Through Program. These agencies include: (1) Department of Health, Education, and Welfare, (2) State Department of Compensatory Education (Technical Assistance), and (3) local agencies and organizations which serve the Follow Through children

Assists principals in the organization of Parent Advisory Committees

III. Specific Responsibilities and Duties

A. Administrative

1. Assists staff and parents in the preparation of the annual application for federal assistance under the Follow Through rules and regulations

2. Interprets rules and regulations concerning the operation of the Follow Through Program to administrators, staff, and parents

3. Supervises all project staff

4. Attends all meetings, workshops and training sessions related to the project

5. Insures that project components and activities are interrelated so that children are not served in a fragmented manner

6. Maintains communications and cooperation among the Follow Through parents, Policy Advisory Committee members, project staff, administrators and other school staff, and the various community agencies and organizations which serve the Follow Through children

7. Prepares annual Financial Status Report and Gantee Performance Report

8. Provides for ongoing staff training

9. Provides for parental and community involvement

10. Establishes a Parent Advisory Committee

B. Planning and Curriculum Development

1. Provides for coordination among the various components of the program in order to prevent fragmentation of services, and for coordination of each such program component with related community agencies and resources to prevent duplications of existing services

2. Plans services and activities which focus upon all aspects of child learning and development

3. Schedules individual and group conferences with staff and other related personnel

4. Relates all planning for the implementation of the Responsive Education Program to the local and state curriculum guides

5. Assists in the planning of inservice training to build necessary skills for next steps in program improvement with sponsor and staff developers

6. Coordinates all planning for the Responsive Education Program with the Kindergarten and Primary Reading Program

7. Schedules periodic meetings with principals and supervisors for evaluation and feedback relating to needs and concerns for program improvement

8. Relates state and local goals and objectives into the Responsive Education Program

9. Incorporates the State Testing Program's objectives into the Responsive Education Program

10. Gathers information from teachers, assistants, administrators, and parents concerning their needs when planning various aspects of the program

11. Works toward the improvement of communications with parents through planned classes and newsletters

12. Assists principals in planning for parental involvement

13. Assists in planning and training for a Volunteers' Program in each school

14. Keeps informed and utilizes the intern programs through colleges and universities

15. Assists with the planning for training of the High School Student Education Practice Program participants

16. Assists with continuous evaluation of the implementation of the Responsive Education Program through classroom observations, interviews, quistionnaires, sponsor instruments, and the state assessment program

17. Coordinates staff evaluations

18. Coordinates continous updating of staff job descriptions

19. Serves as a resource to local, state, and national educators regarding the implementation of the Responsive Education Program

C. Budgeting

1. Prepares and administers the Follow Through budget in accordance with local, state, and federal guidelines

2. Documents non-federal contributions

3. Coordinates expenditures for materials and staff development with state and other federal programs which serve the K-3 children

4. Prepare financial reports

5. Works closely with Health and Social Services Components in securing the best health and social services possible for the Follow Through children

Staff Developer

Job Description

I. **Definition of Position**

The Responsive Staff Developer's role is one of helping, advising, and supporting teachers in their own growth.

II. **Organizational Relationships**

A. The Staff Developer works cooperatively with and through the Local Director, K-3 Principals, K-3 Teachers, Children, and Parents.

B. Public - disseminate program - related information to the public (i.e., slide presentation, displays, exhibits, etc.)

III. **Responsibilities or Duties**

A. Articulating goals, principles, and process of Responsive Education

B. Gathering and organizing information about learners, community, and district (teachers and students)

C. Developing flexible pre-service and in-service plans based on district, learner, and program needs

D. Planning and conducting individual, large, and small group learning experiences (teachers and students)

E. Helping learners apply new knowledge and skills

F. Stimulating communication among learners

G. Providing for assessment for learners and self

H. Implementing the Responsive Process for Facilitating Learning

I. Providing and maintaining teacher-parent resource centers in all schools

J. Designing and compiling classroom materials and activities

STAFF DEVELOPER AIDES

Job Description

The Staff Developer Aides are responsible to the Staff Developer in assisting with all areas of the curriculum with special emphasis on art education. They work directly with students and school personnel in the implementation of cultural arts and activities.

Coordinator of Health and Social Services

Job Description

I. Definition of Position

The Follow Through Health and Social Services Coordinator is responsible for (a) contracting the maximum of medical and dental services with available funds, (b) designating daily work assignments among component personnel often involving emergency medical and dental needs as well as routine appointments, and (c) serving as a liaison between Follow Through families, staff, school personnel and community resources to insure Follow Through children of receiving all services to which they are entitled.

II. Organizational Relationships

A. Assumes responsibilities to the Follow Through Director

B. Supervises Health and Social Services personnel

C. Staff Functions and Relationships

1. Works cooperatively with and through Chapter I staff, K-3 principals, classroom teachers and assistants, K-3 guidance counselors, speech therapists, psychologist and Finance Office

2. Serves as a liaison between project and State Department of Compensatory Education, local agencies, physicians, dentists and other organizations serving Follow Through children

3. Works as an extension of the Head Start Social Services Program

4. Assists families in developing and achieving stable and healthy relationships

III. Responsibilities and Duties

A. Administrative

1. Implements the Social Services component of the project

2. Coordinate Health and Social Services

3. Identify children in need of program services

4. Provide all eligible Follow Through children with Health and Social Services

5. Supervise Health and Social Services staff

6. Maintain communication and cooperation among Follow Through parents, staff, school personnel, physicians, dentists, and community agencies servicing Follow Through children

7. Assist Follow Through Director and Health and Social Services personnel with annual reports and evaluations

8. Interpret to parents, school staff, and community resources the rules and regulations governing the operation of the Health and Social Services component

9. Attend job related meetings, workshops, and training sessions

B. Planning

1. Plan and organize medical, dental, and social programs

2. Plan and set up medical and dental appointments

3. Plan and provide ongoing staff training for component workers

C. Budgeting

1. Work closely with Follow Through Director in securing the best possible Health and Social Services for Follow Through children

2. Maintain a financial report of funds allocated for Health and Social Services

3. Coordinate expenditures for health materials and clothing to be used with Follow Through children

Psychologist

Job Description

I. Definition of Position

The Follow Through Psychologist will be responsible for providing psychological services to children in kindergarten through third grade and for supervising a graduate intern. The psychologist will also oversee the functioning of the referral and placement procedure within the Follow Through schools and will work closely with other members of each school's child evaluation team in formulating appropriate educational plans for those children referred.

II. Organizational Relationships

A. The Follow Through Psychologist is responsible to the Director of the Follow Through Program as well as to the Coordinator of Psychological Services for the professional delivery of consultative and evaluative functions.

B. The psychologist works cooperatively with other members of the Follow Through staff in delivery of services to Follow Through children. She also works cooperatively with the guidance counselor, principals, and teachers through the child evaluation team at each Follow Through school in the referral/recommendation process prescribed by PL 94-142 and the Creech Bill. In addition, the Follow Through Psychologist works with other members of the psychological services team in the total evaluation process.

III. Specific Responsibilities

A. Supervise and assist in implementation of the referral/recommendation process in Follow Through schools to which she is assigned

B. Act as a member of the child evaluation teams in Follow Through schools

C. Administer individual IQ tests (WISC-R), Stanford-Binet, WPPSI, McCarthy) to those children for whom such testing is recommended by the school-based committee

D. Administer auxiliary tests, including perceptual-motor, social behavior, achievement, projective, visual functioning, and diagnostic tests

E. Communicate test results to teachers and provide recommendations

F. Serve as a consultant to teachers and other school personnel to assist them in meeting the educational needs of their students

G. Assist teachers in dealing with behavior problems in the classroom through the use of specific intervention techniques, such as behavior modification

H. Conduct inservice workshops for teachers to provide information concerning learning disabilities, behavior modification, implications of PL 94-142 and Creech Bill, availability of school psychological services (referral procedures), and the administration, scoring, and interpretation of individual tests

I. Work with parents both individually and in groups (including PTA's, PAC's):

   1. Within the context of individual psychological evaluations, meet with parents to gather information on their child and to share with them results and recommendations generated by the evaluation

   2. Speak to groups of parents on such subjects as parenting, child development, understanding testing programs, and test results, etc.

J. Staff test results with other psychologists and other members of the psychological services team

K. Assist in making appropriate referrals to community and state agencies outside the school system (Mental Health Center, Developmental Evaluation Clinic, Social Services, O'Berry Center for Retarded Children)

L. Refer children to other departments of Follow Through when necessary

M. Carry out comprehensive screening (vision, hearing, cognitive/behavioral) of kindergarten children

N. Evaluate program effectiveness by developing research designs and gathering and analyzing data

Parent Involvement Coordinator

Definition of Position

The Parent Involvement Coordinator is responsible for coordinating the activities of parents as they work with the kindergarten through third grade schools. The role is one of advising, assisting, and informing parents in their relationship with the schools. The scheduling and organizing of parent workshops and various PAC meetings occupy a major place in these activities.

Specific Responsibilities

1. Is directly responsible to the Director of the Follow Through program, however, works cooperatively with administration and schools in dealing with occasional special needs dealing with parents.
2. Works with other Follow Through staff in the delivery of services to the children and their parents
3. Organizes, plans, sets dates, and conducts workshops for parents in K-3 schools
4. Plans and organizes school PAC meetings
5. Publicizes parent and other activities within the schools
6. Attends PTA or other parent meetings
7. Sets up Parent-Child Learning Centers and assists parents in using them with direction and advise of teachers
8. Works with Volunteer Coordinators and parents in the Volunteer program
9. Writes information handbooks, and fact sheets to keep parents informed
10. Gathers and prepares newsletters or newspaper articles for informing parents
11. Works closely with principals and Staff Developer to stay informed about happenings within the schools
12. Refers parents to appropriate community agency or staff resource person for help with specific problems

Nurse

Job Description

I. Definintion of Position

The Follow Through Nurse is a registered nurse who works with children in grades K-3. She provides nursing services, leadership and consultation with the school health programs so that K-3 children, their families and the community as a whole will be assisted towards attaining their maximum potential. The Follow Through Nurse is involved in many varied activities related to health education, counseling, community health, first aid, health appraisal, and health protection.

II. Organizational Relationships

A. Assumes responsibilities of Health Services

B. Supervises one health aide

C. Staff Functions and Relationships

1. Works cooperatively with and through the following staff members:

K-3 principals, classroom teachers and assistants, K-3 guidance counselors, psychologist, home-school coordinator, nutritionist and speech and hearing therapist

D. Public - Permanent Roles or Assignments

1. Advisory Committee - Health Occupation Education Chairperson

III. Responsibilities and Duties

A. Perform preliminary procedures needed for school physical examination:

1. Heights and weights
2. Pulse
3. Blood Pressures
4. Urinalysis
5. Tine test
6. Hematocrit
7. Sickle Cell test

B. Assist doctor with school physical examinations and maintain detailed medical records on file concerning these physicals.

C. Provides first aid and consultation on any medical problems the students may have on a one-to-one basis. For example: a child with frequent nosebleeds needs to know how to control the bleeding, and that he is capable of handling the emergency himself.

D. Works closely with parents, teachers and principals of students with medical problems. Encourages parents to use existing community resources and medical familities

E. Provides health education classes for students, parents, staff and acts as a health resource person

1. Perform Hypertension Screening as a service

2. Present "Rub-A-Dub" and other films which display good health habits

3. Instruct teachers to teach First Aid For Young People and acts as a resource person for first aid instruction

F. Coordinate and direct all follow-up care recommended by physician as a result of physical examinations. Examples of follow-up care referrals are:

1. Orthopedic Clinic
2. Ophthalmologist
3. Dermatologist
4. Pediatrician
5. Optometrist
6. Ear, Nose, Throat Specialist
7. Nutritional Guidance
8. Hygiene Guidance

G. Coordinate dental program

1. Assist with the scheduling of Follow Through children for dental appointments
2. Direct follow-up dental care services

Health Services Assistants

Job Description

The Health Services Assistants assist the Nurse in varied activities related to the health of children in K-3.

The following tasks are performed by the Health Services Assistants:

1. Writing letters to parents and schedules of dental and medical appointments
2. Deliver schedules and appointment letters to school for principals, parents, teachers, and children
3. Transport children to the dentist for cleaning, fluorides, emergency treatments and follow-up dental care
4. Assist the Follow Through Nurse with preliminaries: urinalysis, height, weight, tine test, hematocrit, blood pressure, pulse on children scheduled for routine physical with the doctor at the school
5. Transport qualifying children to designated places for medical follow-up if needed
6. Order, have filled, and deliver physician prescribed medication to parents for eligible children
7. Help schedule Follow Through children for dental appointments
8. Assist nurse with parental medical conferences by making the necessary home visits
9. Transport children home from school when requested by principal or nurse
10. Assist in purchasing clothing for children
11. Assist in the identification of low-income children in need of program services
12. File back-up sheets of actual medical and dental work done on every child
13. Assist in any other needed situation which might arise involving the health of children in K-3
14. Maintain daily records of services provided on each child
15. Encourage parents with medicaid cards to utilize them
16. Give parents any information that is beneficial to them relative to their individual or family medical needs

Follow Through Secretary

Job Description

The Follow Through Secretary performs the routine secretarial duties, consisting of typing, filing, answering the telephone, copying, record-keeping, compilation of reports, minimal fiscal records, etc. as follows:

1. Type letters, reports, and memos for all components
2. Type project application and performance report
3. Receive, record, and relay telephone messages
4. Assist in keeping records and files for program components
5. Duplicate reports, notices of workshops, teacher and teacher assistant handouts for Staff Developers
6. Type psychology reports when needed
7. Type all purchase orders, and gather information on ordering materials
8. Check out materials received and get them to the designated component

The Follow Through Secretary also performs a significant amount of fiscally related operations, reconciliations, and ledger maintenance as follows:

1. Interpret to the Finance Officer and his staff the project guidelines
2. Prepare Standard Form PMS270 Request for Advance or Reimbursement funds and Standard Form 272, 272-A, B, & C Federal Cash Transactions Report - Status of Federal Cash
3. Check out monthly computer financial printout, interpret, and convey the results to the appropriate staff member
4. Prepare payroll data sheets for Follow Through staff to give to book-keeping department for processing of payment
5. Collect invoice information for medical, dental, and all other components to be turned into bookkeeping department for processing of payment

ESTIMATED BUDGET

ESTIMATED BUDGET
FOR
RECEP

DESCRIPTION	ESTIMATED BUDGET AMOUNT
ADMINISTRATION	
Salary - Director (Part-time)	$ 2,126.00
Salary - Secretary	19,248.00
Contracted Services - Legal & Audit	800.00
Supplies & Materials	800.00
Travel - Director	1,200.00
INSTRUCTION	
Salary - Staff Developer	21,400.00
Salaries - Staff Developer Aides (2)	21,133.00
Travel - Staff Developer	1,000.00
Workshops & Inservice	1,000.00
Periodicals	700.00
A.V. Supplies & Materials	1,000.00
Instructional Supplies	9,500.00
Purchase of Equipment	4,000.00
PARENT ACTIVITIES	
Salary - PAC Coordinator (Part-time)	11,829.00
PAC Expenses	3,000.00
Materials for Parent/Child Learning Centers	1,000.00
Travel - PAC Coordinator	700.00
MEDICAL, DENTAL, SOCIAL SERVICES	
Salary - Social Worker	21,400.00
Travel - Social Worker	700.00
Salary - Nurse	19,378.00
Salary - Health Assistant (Part-time)	4,687.00
Travel - Nurse & Health Assistant	1,000.00
Contracted Services (Drs., Dentists, etc)	14,000.00
Health Supplies & Materials	2,000.00
Purchase of Equipment	1,200.00
TRANSPORTATION	
Gas-Oil-Grease	700.00
Tires-Tubes	500.00
Repair Parts	500.00
PSYCHOLOGICAL SERVICES	
Salary - Psychologist (Part-time)	17,726.00
Travel - Psychologist	700.00

DISSEMINATION

Supplies & Materials	1,000.00
Printing Costs	2,000.00
Advertising Costs	1,000.00

FIXED CHARGES

Social Security	10,701.00
Retirement	15,953.00
Hospitalization	9,008.00
Workmen's Compensation	926.00
Longevity	1,922.00
Supplements	1,527.00
Indirect Costs	3,096.00

TOTAL **$232,060.00**